



# Evaluation of Zambézia Education Programme in Mozambique

Executive Summary

Oxfam GB Programme Evaluation

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## **Executive Summary**

### ***Introduction***

Oxfam-GB has been supporting education in the Gurúe district of Zambézia province, since 1996. The support initially focussed on supporting the development of both government education staff through training initiatives and the establishment of Parent Teacher Committees. In 2002, Oxfam GB began the implementation of an expanded programme, called the Zambézia Education Programme (ZEP) which ran through to April 2006.

Zambézia is a province with among the worst poverty indicators for the country. The overall goal of ZEP was therefore to contribute to long-term reduction in family poverty and long-term improvements in community self-development capacity through support to educationally underprivileged groups, in five of the poorest districts in the province, with particular emphasis on girls and illiterate women.

The Final Evaluation was to compliment the Mid-Term Evaluation carried out in 2005. The objective of the final evaluation was to assess, the effectiveness of the programme, in terms of improving access to basic quality education to educationally underprivileged groups, and suggest improvements, and recommendations for the second phase of the programme. The evaluation was conducted by COWI A/S from October to November 2006.

This Executive Summary of the Evaluation Report presents the main observations, conclusions and recommendations of the evaluation in brief; these are elaborated further in the body of the report. They have been discussed with the program management team in Zambézia and a whole range of other key stake holders in Zambézia, including representatives of civil society organisations and the district government but they are, of course entirely the responsibility of the evaluation team.

## 1.1 OBSERVATIONS

### Implementation Process

- An integrated, participatory and rights based approach was adopted with a focus on strengthening communities, local partners and district education authorities. The approaches, and strategies used allowed interaction and communication between programmes and between various stakeholders. The following briefly outlines observations of the strategies implemented. Please refer to chapters 3, 4, 5 and 6 of the report for details.
  - Consultation or dialogue with relevant stakeholders before, during and after each intervention.
  - The empowerment of communities to actively participate in the education process, through membership in school councils, served as a strategy to ensure transparency and participation in education management in the province.
  - Establishment of partnerships for direct implementation of initiatives and capacity building of partners to plan, manage and account for activities/intervention.
  - The programme placed emphasis on the development of project management abilities and institutional capacity building in its broad form.
  - Accompaniment and direct support of partners in their various activities, by the ZEP programme.
  - Institutional capacity building of the provincial district of education, to allow for adequate and lasting response to the provincial's education needs.
  - Support to Coalitions of NGOs working in advocacy in the area of education and child protection in the province.
  - Regular Consultation and coordination with education sector stakeholders, through "Steering Committees", with the provincial and district departments of education.
  - Deficient communication was observed between the programme and the provincial department of education, which can compromise programme development at a

time when implementation of the second Education Sector Strategic Plan (ESSP II 2005-2009) is beginning.

### **Programme Relevance**

- The ZEP programme design based itself on relevant sector plans: the government plan for the period 2000-2004, placed education as the fundamental strategic line in the fight against poverty and indicated the expansion of access to education and improvement of quality education, including strengthening the national education system and improving gender equality in education. The programme equally placed itself within the context of the ESSP II 1999-2003, which was formulated on the basis of the government plan.
- The programme was in line with Oxfam GB's strategic Objective 2. (SCO2), which advocates for the right to basic social services, this is further elaborated in section 1.3.3 of the report. The programme therefore took into account the priority of target groups, including access to potable water and adequate sanitation, among other aspects that contribute to improving their conditions of life. It further based itself on the organisation's strategic objective 5; "The right to Equity: Gender and Diversity".

### **Salient Outputs**

- In the four years of its existence, the programme benefited an estimated 260,000 children of school going age directly and indirectly across the province, which means that the programme supported an estimated 90,000 more children than the 110,000 initially envisioned in 2001.
- Access to school was improved in the five districts of implementation in a number of ways, including an increase in number of schools, and a reduction of some significant barriers in access to education. There has been a steady reduction in the disparities between boys and girls enrolled at school in programme areas, over the years, due to various factors presented in more detail in the report.
- Teacher-pupil ratio has not decreased over the four years in the areas of programme implementation, instead the reverse has happened. This was an unexpected effect of initiatives to improve access to school. The response given to the demand for education in the districts continues far, from adequate.

- National level education policies and strategies have been influenced by research and advocacy on the provision of basic education in the country, in the context of the programme. For example; the campaign against the sexual abuse of girls at schools, that the programme participates in as member and supporter of the Movement for Education for All (MEPT) and JOAP, influenced the formulation of the Decrees 38/2003 and 39/2003, which stipulate the punishment/ sanction of teachers who abuse school children and sanctions sexual abusers of children in education, respectively, amongst other examples.

## **1.2 CONCLUSION**

- In a short period of time, ZEP managed to successfully support a large number of children (girls and boys), women and men to access quality basic education and/or benefit from the advantages of literacy and adequate education. A considerable number of local NGOs have received support from ZEP and ZEP has maintained an optimum level of synergy with education sector stakeholders. It is recognised that Oxfam GB in Zambézia and ZEP has become a vanguard partner in education, in Zambézia province.

## **1.3 RECOMMENDATIONS**

- ZEP should continue and improve efforts to disseminate its experience in the area of school construction and receive feedback from partners. This could help to guide the sort of support that ZEP could give to school construction in the province, in view of the fact that construction activities are not being envisaged for the next phase of the programme.
- School construction in the province should be based on more strategic identification of priority locations for school construction. It is therefore recommended that the next phase of the programme assists government to formulate a plan of expansion of the school network guided by a provincial school map.
- ZEP, in coordination with other sector stakeholders should consider ways to revitalise FEDUZA as organ of dialogue and coordination between education partners in the province.
- It is recommended that discussions on cost-efficiency are incorporated into seminars on programme management for part-

ners or in the dialogue between Oxfam GB and partners, to maximise cost-efficiency across all programme work.

- The ZEP management team should develop a reliable and flexible system of statistical and financial data collection and recording that is open for objective and independent verification, and consistent with current practices of aggregate and unit cost analysis in education.
- ZEP should coordinate further with NGOs based in the programme districts to divide the areas of implementation and to avoid an overlap of activities in similar locations within districts. Ibis in Alto Molocue expressed interest in coordinating in this regard.
- The next phase of ZEP should pay more attention to curriculum relevance. If education is to make a significant and lasting contribution to fighting against poverty in Zambézia, then children should be given an opportunity to learn and practice the skills that they will need in order to survive and prosper in their own social environment and beyond.

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Terms of Reference  
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